BUSINESS COMMUNICATIONS

Curriculum Content Frameworks

Please note: All assessment questions will be taken from the knowledge portion of these frameworks.

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BUSINESS COMMUNICATIONS

Grade Levels: 10, 11, 12 Course Code: 492060	Prerequisite: Keyboarding Computer Technology: Introduction
Course Description: Business Communications is a one-semester course designed to provide students with the communication skills needed in business careers. The course includes both written and oral communications relating to business activities and is directed toward understanding the language of nonverbal communication and improved listening skills, reading, voice usage, and writing skills. Emphasis is given to developing competencies in fundamentals, such as spelling, punctuation, grammar, vocabulary, sentence and paragraph structure, English usage, and proofreading. Applications in writing all types of business documents are valuable components of the course. Students gain competencies in writing, thinking logically, organizing ideas, writing clearly and concisely, and displaying tact and courtesy in writing. Technological advancements relating to information, communication, and telecommunications are given emphasis.	

Table of Contents

	Page
Unit 1: Communications	1
Unit 2: Writing	3
Unit 3: Technology	4
Unit 4: Speaking	5
Unit 5: Career	7
Glossary	8

Unit 1: Communications
Hours: 15

Terminology: Business English, Channel, Clear, Communication, Communication barrier, Complete, Concise, Conversational English, Correct, Courteous, External barrier, Feedback, Internal barrier, Listening, Message, Nonverbal communication, Receiver, Sender, Verbal communication

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		**ACADEMIC and WORKPLACE SKILLS** What the Instruction Should Reinforce		
Knowledge	**Application**	**Skill Group**	**Skill**	**Description**
1.1 Define terminology	1.1.1 Prepare a list of terms with definitions	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
	1.1.2 Discuss the importance and purposes of communication			
1.2 Explain the difference between business English and conversational English	1.2.1 List examples of conversations demonstrating business English	Foundation	Speaking	Applies/Uses technical terms as appropriate to audience [1.5.2]
	1.2.2 List examples of conversations demonstrating conversational English			Communicates a thought, idea, or fact in spoken form [1.5.5]
		Thinking	Decision Making	Comprehends ideas and concepts related to business English and conversational English [4.2.2]
1.3 Explain the differences between verbal and nonverbal communication	1.3.1 Evaluate situations for verbal and nonverbal cues	Foundation	Speaking	Applies/Uses technical terms as appropriate to audience [1.5.2]
				Communicates a thought, idea, or fact in spoken form [1.5.5]
		Thinking	Decision Making	Comprehends ideas and concepts related to business English and conversational English [4.2.2]
1.4 Identify the basic factors of the communication process: sender, receiver, message, feedback, channel	1.4.1 Diagram the communication process	Foundation	Writing	Organizes information in an appropriate format [1.6.10]
1.5 List barriers to communication	1.5.1 Analyze/Discuss internal and external situations with communication barriers	Foundation	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		**ACADEMIC and WORKPLACE SKILLS** What the Instruction Should Reinforce		
Knowledge	**Application**	**Skill Group**	**Skill**	**Description**
1.6 Identify the five C's of communication: clear, concise, complete, correct, courteous	1.6.1 Apply the five C's to a form of communication (i.e., written, oral, etc.)	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
		Thinking	Knowing how to Learn	Applies new knowledge and skills to communication [4.3.1]
1.7 Discuss effective listening	1.7.1 List ways to improve listening skills	Thinking	Decision Making	Comprehends ideas and concepts related to business English and conversational English [4.2.2]

Unit 2: Writing

Hours: 30

Terminology: Drafting/writing, Prewriting/planning, Proofreader's marks, Proofreading, Publishing, Revising/editing, Tone, "You" attitude

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		**ACADEMIC and WORKPLACE SKILLS** What the Instruction Should Reinforce		
Knowledge	**Application**	**Skill Group**	**Skill**	**Description**
2.1 Define terminology	2.1.1 Prepare a list of terms with definitions	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
2.2 Identify mechanics (periods, semi-colons, etc.) and parts of speech (plurals, adjectives, sentence fragments, etc.)	2.2.1 Apply the rules of mechanics and the rules of speech	Foundation	Writing	Applies rules of grammar, punctuation, capitalization, and spelling [1.6.3]
2.3 Identify the stages of the writing process: prewriting/planning, drafting/writing, revising/editing, proofreading, publishing	2.3.1 Compose written communications, applying the stages of the writing process	Foundation	Writing	Composes and creates documents -- letters, manuals, reports, proposals, graphics, flow charts, etc. [1.6.8]
2.4 Evaluate written correspondence for tone	2.4.1 Compose written communications, applying tone	Foundation	Writing	Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]
2.5 Evaluate written correspondence for "you" attitude	2.5.1 Compose written communications, applying the "you" attitude	Foundation	Writing	Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]
2.6 Identify commonly used proofreader's marks	2.6.1 Proofread written communications with errors, using proofreader's marks	Foundation	Writing	Checks, edits, and revises document for correct information, appropriate emphasis, form, grammar, spelling, and punctuation [1.6.5]
2.7 Identify various types of common written communications used in business	2.7.1 Format, compose, and produce various types of written communications used in business -- reports, resumes, memos, letters, e-mail, etc.	Foundation	Writing	Composes and creates documents -- letters, manuals, reports, proposals, graphics, flow charts, etc. [1.6.8]

Unit 3: Technology
Hours: 10

Terminology: Communications technology

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	**Application**	**Skill Group**	**Skill**	**Description**
3.1 Define communications technology	3.1.1 List/Discuss examples of communications technology (i.e., voice mail, e-mail, fax, Internet)	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
3.2 Describe the various types of communications technology used in business	3.2.1 Analyze the best type of technology to be used in a communications scenario	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
3.3 Demonstrate the ability to execute a successful search for data accurately	3.3.1 Conduct research using the five basic steps: planning the search, locating sources of information, organizing the information, evaluating the sources, and using the information to prepare a short report on a business topic	Foundation	Reading	Determines what information is needed [1.3.10] Identifies relevant details, facts, and specifications [1.3.16] Uses graphs, charts, tables to obtain factual information [1.3.21]
			Writing	Organizes information in an appropriate format [1.6.10]

Unit 4: Speaking

Hours: 20

Terminology: Oral communication

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		**ACADEMIC and WORKPLACE SKILLS** What the Instruction Should Reinforce		
Knowledge	**Application**	**Skill Group**	**Skill**	**Description**
4.1 Define terminology	4.1.1 Prepare a list of terms with definitions	Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6] Uses words appropriately [1.6.21]
4.2 Identify the importance of oral communication in business	4.2.1 Give examples of situations in which oral communication is appropriate in a business setting	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
4.3 Compose a short speech on a business-related topic	4.3.1 Present a short speech on a business-related topic 4.3.2 Give a presentation using visual aids (i.e., flow charts, slide show, posters)	Foundation	Speaking	Adapts presentation to audience [1.5.1] Communicates a thought, idea, or fact in spoken form [1.5.5] Pronounces words correctly [1.5.9] Speaks effectively, using appropriate eye contact, gestures, and posture [1.5.11] Speaks in a clear, concise manner [1.5.12] Uses verbal language and other cues, such as body language, appropriate in style, tone, and level of complexity to the audience and the occasion [1.5.14]
4.4 Identify the importance of good oral communication in a job interview	4.4.1 Participate in a job interview	Foundation	Reading	Uses verbal language and other cues, such as body language, appropriate in style, tone, and level of complexity to the audience and the occasion [1.5.14]
4.5 Identify proper telephone communication	4.5.1 Demonstrate an appropriate telephone conversation in a business setting	Foundation Thinking	Reading Reasoning	Comprehends written information for main ideas [1.3.7] Applies rules and principles to a new situation [4.5.1]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		**ACADEMIC and WORKPLACE SKILLS** What the Instruction Should Reinforce		
Knowledge	**Application**	**Skill Group**	**Skill**	**Description**
4.6 Identify appropriate communication in a given setting	4.6.1 Demonstrate effective communication in various situations (i.e., face-to-face, small group, large group)	Foundation	Speaking	Participates in conversation, discussion, and group presentations [1.5.8]

Unit 5: Career
Hours: 20

Terminology: None

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		**ACADEMIC and WORKPLACE SKILLS** What the Instruction Should Reinforce		
Knowledge	**Application**	**Skill Group**	**Skill**	**Description**
5.1 Discuss the job application process	5.1.1 Describe the appropriate aspects of a job search	Foundation	Reading	Comprehends written specifications, and applies them to a task [1.3.9]
		Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6]
5.2 Demonstrate and apply the job application process	5.2.1 Compose a job-specific cover letter 5.2.2 Create a personal résumé 5.2.3 Complete a sample job application 5.2.4 Conduct a mock job interview 5.2.5 Compose a follow-up/thank you letter	Foundation	Speaking	Speaks effectively, using appropriate eye contact, gestures, and posture [1.5.11]
			Writing	Checks, edits, and revises document for correct information, appropriate emphasis, form, grammar, spelling, and punctuation [1.6.5]
				Completes form accurately [1.6.7]
				Organizes information in an appropriate format [1.6.10]
		Personal Management	Career Awareness, Development, and Mobility	Analyzes impact of work on individual and family life [3.1.1]
				Develops skills to locate, evaluate, and interpret career information [3.1.4]
				Establishes and implements a plan of action [3.1.5]
				Identifies education and training needed to achieve goals [3.1.8]

Glossary
Unit 1: Communications

1. Business English – the language used in a business environment
2. Channel – the mode a sender uses to send a message
3. Clear – easily heard, seen, or understood
4. Communication – the process used to send and interpret messages
5. Communication barrier – an obstacle to communication
6. Complete – provides all the information necessary for the message to be understood
7. Concise – brief, to the point, short
8. Conversational English – the language used in an informal, nonbusiness setting
9. Correct – means that the information in a document is accurate and up-to-date
10. Courteous – positive, considerate, bias-free
11. External barrier – an obstacle to communication that lies outside the receiver or sender (i.e., temperature, lighting, noise, and comfort)
12. Feedback – the response of a receiver to a message
13. Internal barrier – an obstacle to communication that lies within the receiver or sender (i.e., personalities, backgrounds, cultures, status, and biases)
14. Listening – the process of hearing and focusing attention to understand and remember an oral message
15. Message – a set of symbols selected to represent a thought or an idea
16. Nonverbal communication – messages sent without or in addition to words
17. Receiver – a person or thing to whom a message is sent; the audience
18. Sender – a person or thing that originates an idea or initiates the communication process
19. Verbal communication – messages sent using spoken or written symbols

Unit 2: Writing

1. Drafting/writing – the stage of the writing process during which writers use prewritten/planning notes or organizational tools as they write their message into sentences and paragraphs

2. Prewriting/planning – the stage of the writing process during which writers plan their message

3. Proofreader's marks – symbols or codes that indicate what kind of changes need to be made to writing and where

4. Proofreading – the stage of the writing process during which the writer reviews and corrects the final draft of a written message

5. Publishing – the stage of the writing process during which the writer delivers a message to the receiver or makes a message available to the public

6. Revising/editing – the stage of the writing process during which writers make changes to a written message

7. Tone – the general effect a message creates

8. "You" attitude – focuses on the needs, interests, and concerns of the receiver

Unit 3: Technology

1. Communications technology – the use of electronic/digital devices to communicate

Unit 4: Speaking

1. Oral communication – spoken communication

Unit 5: Career

No terminology for this unit